

PE and Sports Premium Funding Ladysmith Infant School 2017-2018				Total funding (approx) £	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation %	
School Focus/ Intended impact on pupils	Actions to Achieve	Planned Funding	Evidence	Actual Impact	Sustainability/ Next Steps
<p><b>Increase in pupil's activity levels during break and lunchtimes through the Opal Play Project</b></p> <p><b>Increase the range of activities that chd choose to take part in during play and lunchtimes</b></p>	<p>Employ a Play Leader to oversee all MTA's, storage and spare parts and widen the play area to Forest School.</p> <p>To improve the playground area, including building a sandpit and zoning parts of the playground to include a dance area , water play, small world and messy kitchen</p> <p>To improve the storage systems of loose parts in the playground to allow children to have easy access</p>	<p>Play leader Salary</p> <p>Sandpit Music System</p> <p>Revamp sheds x2</p>	<p>Children spend 1.4 years of their primary education in playtime and it needs proper planning. Changes in culture and society have led to “play poverty” Play has a direct impact on physical development co-ordination and fitness.</p> <p>Research shows that children using green spaces are more creative and play imaginatively and collaboratively.</p>		

	<p>To regularly update the loose parts with building materials and visits to the scrap store</p> <p>To update bikes for use in EYFS and during lunchtimes, including balance bikes</p>	<p>Building materials, wooden planks, tyres etc..</p> <p>RABO Balance Bikes</p>	<p>Lorraine Maxwell-The Effects of play equipment and loose parts research found that constructive play behaviour increased by encouraging dramatic play, communication and negotiation skills.</p>		
--	--	---	---	--	--

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation %	
School Focus/ Intended impact on pupils	Actions to Achieve	Planned Funding	Evidence	Actual Impact	Sustainability/ Next Steps
<p><b>To improve outcomes in % of chd at ARE in communication and language in the Early Years</b></p> <p><b>To enable identified chd to manage their feelings and behaviour</b></p>	<p>School Sports Coach to work with chd in EYFS to develop their language skills through games</p> <p>School Sports Coach to work with identified chd in Year 2 first thing in the morning to work on their social skills and provide them with opportunities to develop confidence</p>	<p>Sports Coach—part of salary</p>	<p>Team games help chd to develop their communication and social skills as well as learning ways to manage their feelings and behaviour.</p> <p>Progress is identified through the Learning Behaviour Profiles and their THRIVE assessments.</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation %	
School Focus/ Intended impact on pupils	Actions to Achieve	Planned Funding	Evidence	Actual Impact	Sustainability/ Next Steps
<b>To develop and maintain staff confidence in PE</b>	<p>Teachers are upskilled and confident to teach high quality PE lessons by observing high quality games sessions with the sports coach.</p> <p>Teachers are given the opportunity to work with a Dance and gymnastics specialist as part of their own CPD</p> <p>Ensure that high quality resources are available for every child during every PE lesson</p>	<p>Sports Coach part of salary</p> <p>specialist dance teacher</p>	<p>Staff questionnaires on their levels of confidence</p> <p>Lesson observations show that children have access to high quality PE lessons.</p> <p>Feedback to staff on CPD</p> <p>Regular PE audit of equipment</p>		

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation %	
<b>School Focus/ Intended impact on pupils</b>	<b>Actions to Achieve</b>	<b>Planned Funding</b>	<b>Evidence</b>	<b>Actual Impact</b>	<b>Sustainability/ Next Steps</b>
<p><b>Pupils have the opportunity to experience a range of enriching activities</b></p> <p><b>Increase in % of pupils attending an extra- curricular sports club</b></p>	<p>Curriculum Planning Days are used each half term to give pupils the opportunity to experience a wide range of physical activities.</p> <p>Sports Coach to deliver a range of clubs at lunchtimes</p> <p>Offering a wider range of clubs before and after school, including, dance, gymnastics, karate, football and yoga</p>	Sports Coach salary	<p>Curriculum Planning Days are themed with pupil and staff feedback</p> <p>% of pupils attending an extra-curricular physical activity increases.</p> <p>Analysis of extra-curricular club data with the aim to increase the % of chd attending extra -curricular ACTIVITIES</p> <p>Pupils and parents have a better understanding of healthy active lifestyles.</p>		